



## Claude A Taylor Elementary

103 Ann Lane  
Cayce, SC 29033

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	394 Students	
<b>Principal</b>	Dr. Tracy Johnson	803-739-4180
<b>Superintendent</b>	Venus J. Holland, Ed. D.	803-739-8399
<b>Board Chair</b>	Rick Shull	803-796-9172

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Average
2007	Average	Good
2006	Average	Excellent
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

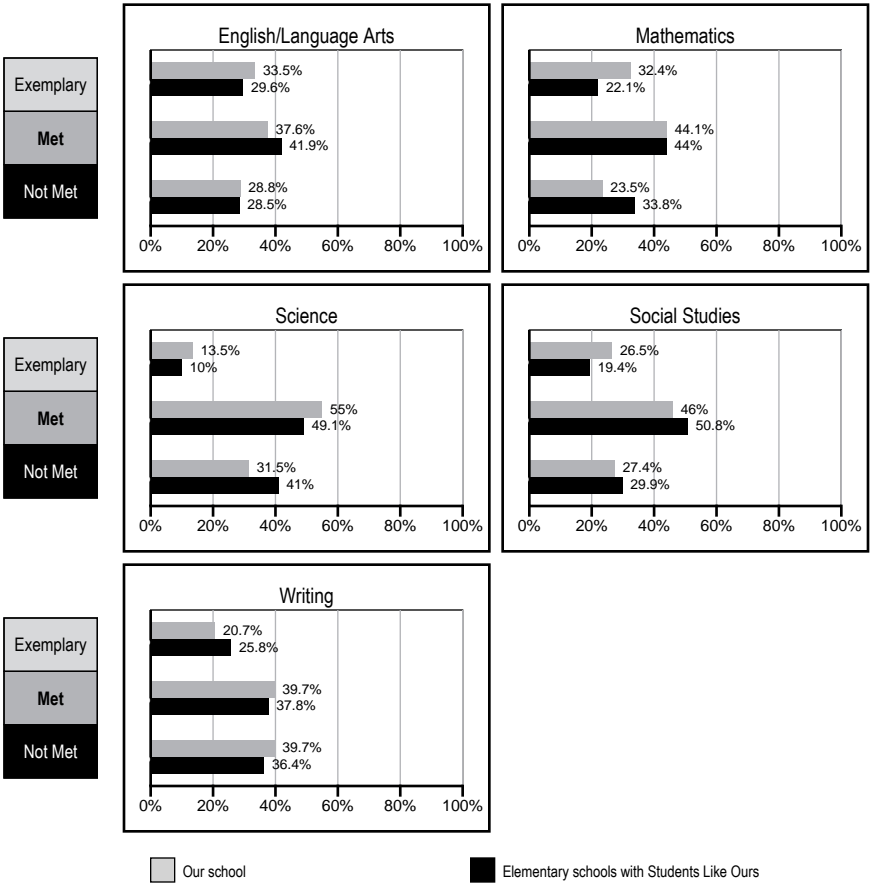
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	92	18	1

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=394)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 4.0%	2.4%	1.9%
Attendance rate	96.3%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	14.1%	Up from 13.8%	7.1%	10.0%
With disabilities other than speech	8.7%	Up from 7.3%	9.2%	7.7%
Older than usual for grade	0.0%	Down from 0.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.3%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	70.0%	Down from 74.2%	57.1%	59.4%
Continuing contract teachers	90.0%	Down from 90.3%	81.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 87.5%	85.6%	85.9%
Teacher attendance rate	94.9%	Down from 95.1%	94.9%	95.1%
Average teacher salary*	\$48,871	Up 3.1%	\$46,512	\$47,149
Professional development days/teacher	14.3 days	Down from 16.4 days	12.0 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 16.1 to 1	18.6 to 1	18.8 to 1
Prime instructional time	90.7%	Up from 89.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,711	Down 4.7%	\$7,614	\$7,458
Percent of expenditures for instruction**	71.5%	Down from 72.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	69.2%	Down from 70.3%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The continued mission of C.A. Taylor is to grow Palmetto's Finest one student at a time. It is our intent to ensure that students are armed with the academic and social tools necessary to succeed in an ever-changing society.

In keeping in-line with Taylor's devotion to academic excellence, we were afforded the opportunity to gain national recognition by Eastern Kentucky University for being recognized as a top performing school as indicated by the State Department of Education. As a result of this recognition, we were able to submit academic strategies and techniques that could assist in academic progression in other facilities.

The continuous utilization of pertinent data, in conjunction with effective school level collaboration, assisted in the development of specific instructional goals, as well as strengthened our ability to work as an effective and cohesive Professional Learning Community in an effort to enhance academic instruction for our students. In addition to this, ongoing accomplishments and strides made at Taylor Elementary can be partially attributed to the devotion of community members and stakeholders who have a vested interest in the school's success.

While continuing with previous effective academic initiatives, such as the S.M.A.R.T. Room (Start Making a Reader Today) for primary grades, and P.A.S.S. Camp (targeted preparation for state-wide testing), we were able to enhance academic and social progress by adding the following to our current programs: (1) having our 1st Family Arts Night to promote cultural awareness; (2) participating the in the Edventure Future Leaders Program for 5th grade; (3) developing R.E.A.C.H. (Responsibly Embracing Attitudes of Character and Honor )- to address a targeted population of males; (4) enhancing the utilization of COMPASS in grades 2-5; and (5) continuing the use of math compacting to promote growth in grade 2.

As we look toward the future, we aim to demonstrate reflections of academic excellence by taking a journey to enhance and integrate subject specific vocabulary across the curriculum, in addition to piloting the Habits of the Mind, as we seek to grow gifted behaviors in our students, to ensure that they are truly Palmetto's Finest.

Tracy L. Johnson, Principal  
Jennifer Millard, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	68	27
Percent satisfied with learning environment	96.9%	86.8%	92.3%
Percent satisfied with social and physical environment	96.9%	85.3%	88.5%
Percent satisfied with school-home relations	90.6%	92.6%	70.4%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	190	100	28.8	37.6	33.5	81.2	82.1	82.8	Yes	Yes
<b>Gender</b>										
Male	108	100	33.3	35.4	31.3	78.1	77.5	79.3	N/A	N/A
Female	82	100	23	40.5	36.5	85.1	86.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	12.3	38.6	49.1	91.2	89	89.5	Yes	Yes
African American	113	100	38	38	24	76	72.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	11	100	27.3	27.3	45.5	72.7	72.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	67.6	20.6	11.8	55.9	49.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	137	100	33.9	37.1	29	78.2	74.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	190	100	23.5	44.1	32.4	81.2	79	78.9	Yes	Yes
<b>Gender</b>										
Male	108	100	25	47.9	27.1	79.2	76.5	77	N/A	N/A
Female	82	100	21.6	39.2	39.2	83.8	81.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	64	100	14	38.6	47.4	91.2	86.8	87.2	Yes	Yes
African American	113	100	29	51	20	75	66.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	11	100	27.3	9.1	63.6	81.8	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	61.8	29.4	8.8	41.2	44.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	72.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	137	100	25	44.4	30.6	79	71.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	127	100	31.5	55	13.5	68.5	68	67.5
Gender								
Male	69	100	26.2	59	14.8	73.8	66.4	67
Female	58	100	38	50	12	62	69.7	68
Racial/Ethnic Group								
White	43	100	13.2	65.8	21.1	86.8	79.7	79.5
African American	77	100	43.9	48.5	7.6	56.1	49.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	31.8	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	55.8	59.6
Socio-Economic Status								
Subsided meals	91	100	37.5	50	12.5	62.5	56.3	55.1

Social Studies

All Students	127	100	27.4	46	26.5	72.6	73.2	72.3
Gender								
Male	71	100	27.4	41.9	30.6	72.6	70.7	71.5
Female	56	100	27.5	51	21.6	72.5	75.7	73.2
Racial/Ethnic Group								
White	46	100	20	40	40	80	80.5	80.7
African American	70	100	30.6	50	19.4	69.4	61.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	55	30	15	45	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	67.9	67.9
Socio-Economic Status								
Subsided meals	89	100	30	47.5	22.5	70	65.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	189	99.5	39.3	39.9	20.8	60.7	68.3	70.2	96.3	95.8
Gender										
Male	107	99.1	45.4	40.2	14.4	54.6	59.9	63.2	96.2	95.8
Female	82	100	31.6	39.5	28.9	68.4	76.8	77.5	96.4	95.9
Racial/Ethnic Group										
White	61	100	35.1	40.4	24.6	64.9	76.1	79.1	95.8	95.6
African American	114	99.1	42.2	38.2	19.6	57.8	56.1	57.6	96.6	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	86.2	96.9	96.5
Hispanic	12	100	25	58.3	16.7	75	62.8	62.6	96.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.6
Disability Status										
Disabled	37	100	N/AV	N/AV	N/AV	17.6	23	26.1	96.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	11	100	45.5	36.4	18.2	54.5	59.2	61.2	96.6	96.2
Socio-Economic Status										
Subsidized meals	132	99.2	38.9	40.5	20.6	61.1	58.8	58.9	96.1	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	57	100	32.7	28.8	38.5	67.3
	4	64	100	31.5	33.3	35.2	68.5
	5	69	100	23.4	48.4	28.1	76.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	57	100	23.1	38.5	38.5	76.9
	4	64	100	24.1	40.7	35.2	75.9
	5	69	100	23.4	51.6	25	76.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	29	100	28	56	16	72
	4	64	100	31.5	57.4	11.1	68.5
	5	34	100	34.4	50	15.6	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	28	100	37	40.7	22.2	63
	4	64	100	22.2	50	27.8	77.8
	5	35	100	28.1	43.8	28.1	71.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	60	98.3	35.8	45.3	18.9	64.2
	4	59	100	41.5	39.6	18.9	58.5
	5	70	100	40.3	35.8	23.9	59.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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